

路德會望覺啓聾學校校刊

MONGKOK LUTHERAN SCHOOL FOR THE DEAF

ANNUAL REPORT

1981 - 82



路德會望覺啓學校
圖書館
請勿取去
閱畢請回原處

本校校董芳名錄

李永楨牧師 (校監)

辛熹白牧師

許明堅牧師

謝路易博士

董壽年先生

黃植注先生

黃一明牧師

教職員一覽表

校長：吳國華

主任：

首席校務主任兼活動主任：陳錦霞

中學部部主任兼訓導主任：陳國權

中學部教務主任：黎本立

中小學部事務主任：項偉傑

小學部部主任兼訓導主任：李安琪

小學部教務主任：胡麗玲

小學部活動主任：羅紹隆

義務校牧：許明堅牧師

Name List of Board of Managers

Rev. Daniel Lee Wing Ching (Supervisor)

Rev. Herbert Hinz

Rev. Hui Ming Kin

Dr. Louis R. Jasper

Mr. Tung Sau Lin

Mr. Wong Chik Sung

Rev. Wong Yat Ming

Name List of Staff

Principal: Mr. Ng Kwok Wah

Deans:

Miss Chan Kam Ha-First Dean of School

Affairs and activities

Mr. Chan Kwok Kuen-Dean of Secondary

Section and Discipline (Secondary)

Mr. Lai Boon Lap-Dean of Academic

Affairs (Secondary)

Mr. Hong Wai Kit-Dean of General

Affairs (Primary & Secondary)

Miss Lee On Kee-Dean of Primary

Section and Discipline (Primary)

Miss Woo Lei Ling-Dean of Academic

Affairs (Primary)

Mr. Law Siu Lung-Dean of Activities

(Primary)

Voluntary School Chaplain:

Rev. Hui Ming Kin

教師：

陳真珠

陳芳

鄭笑微

徐佩貞

方淑玉

簡麗貞

甘瑞蓮

黎美霞

劉超祺

劉松基

李淑貞

李瑞娟

梁穎賢

梁燕玲

李詠芬

陸婉貞

吳秀鳳

吳育珍

敖潔雲

孫秀英

戴桂端

譚蘭芳

徐美玲

黃潔貞

王官勝

王培文

王淑妮

Teachers:

Chan Chun Chu

Chan Fong

Cheng Siu Mei

Chui Pui Ching

Fong Shuk Yuk

Kan Lai Ching

Kam Sui Lin

Lai Mi Har

Lau Chiu Kay

Lau Chung Kee

Lee Sook Ching

Lee Sui Kuen

Leung Wing Yin

Leung Yin Ling

Li Wing Fun

Luk Yuen Ching

Ng Sau Fung

Ng Yuk Chun

Ngo Kit Wan

Suen Sau Ying

Tai Kwai Tuen

Tam Lan Fong

Tsui May Ling

Wong Kit Ching

Wong Koon Sing

Wong Pui Man

Wong Suk Nei

臨時教師：

高春凌

馬超玲

言語治療助理員：

Speech Therapy Assistant:

陸婉貞

社會工作者：

方玉英

黎志强

李美愛

校護：

康憶汶

書記：

潘麗卿

何翠美

技師：

何錦光

梁耀邦

工友：

陳仲

陳福蓮

陳國龍

陳裕信

顧葉琴

林展超

林華瑞

馬揚蝦

岑國芳

Temporary Teachers:

Kau Chun Ling

Ma Chiu Ling

Luk Yuen Ching

Social Worker:

Fong Yuk Ying

Lai Chi Keung

Lee Mei Oi

School Nurse:

Tanny Hong

Clerk:

Poon Lai Hing

Ho Chui Mei

Laboratory Technicians:

Ho Kam Kwong

Leung Yiu Bong

Minor Staff:

Chan Chung

Chan Fuk Lin

Chan Kwok Lung

Chan Yu Shun

Koo Yip Kam

Lam Chin Chiu

Lam Wah Sui

Ma Yeung Har

Sham Kwok Fong

編委會

顧問：本校校董會

總編輯：吳國華

執行編輯：羅紹隆

資料搜集：本校各行政人員

翻譯：黎本立

校對：黎本立

羅紹隆

Editing Committee

Advisers: Board of Managers, MLSD.

Chief Editor: Mr. Ng Kwok-wah

Executive Editor: Mr. Law Siu-lung

Background Materials: The Administrative

Staff, MLSD

Translator: Mr. Lai Boon-lap

Proof-readers: Mr. Lai Boon-lap

Mr. Law Siu-lung

運動和敬虔的益處

丘恩處博士

不久前，一位朋友自台灣寄一本小冊給我。這本小冊的書名是「運動與健康」，是榮民總醫院心臟科專科醫師周湘台所寫的。這本小冊是鼓勵國人要每日作適當的運動。他特別提到運動可使生理和心理方面都得到好處。在生理方面，長期有恒的運動，可鍛練軀幹和四肢的肌肉，健全心肺的功能及培養敏捷的反應。在心理方面，運動不但可以消除緊張，暫時忘却煩惱及解除精神疲勞，而且可以更靈活有效的指揮身體的各部位肢體，使生活和生命充滿着活力。



運動對人身心的健康的確非常重要。可惜有很多人是不重視這對自己大有益處的身體操練。更可惜的，是許多人運用自己健康的身體，去作爲害他人而至終害了自己的愚蠢事。所以聖經中，富有人生經驗的聖保羅，囑咐年輕的提摩太說：「操練身體，益處還少；惟獨敬虔，凡事都有益處，因有今生和來生的應許。」（提前四 8）

保羅所說的敬虔，就是指一個人認識自己是罪人，但因相信耶穌在十字架上受死代贖的功勞，已經成聖稱義了。從此以後，他每天不但操練身體，更要操練敬虔。所謂操練敬虔，就是私人的靈修祈禱，和他人相處時以基督的愛來彼此對待。敬虔的人，不但不做爲非作歹的事，也不打人。罵人或損人利己，乃是說人的長處，鼓勵人上進，心理常爲他人靈性上和屬身體上各樣的需要代禱，並在見到他人有困難時，隨時樂意的相助。

當然，敬虔的人也必時常參加禮拜和各種團契聚會，藉此使他的敬虔有根有基，使上帝所應許的今生和來生的福樂，洋溢着他的全部生活和生命。

願聖靈幫助路德會望覺啓聾學校的師生，都得到運動和敬虔的益處！

The Benefits of Exercise and Holiness

Dr. Andrew Chiu
President of Concordia
Theological Seminary

Not so long ago a friend mailed me a little book from Taiwan. The book, titled 'Exercise and Health', was written by a heart specialist in a famous hospital there. It aims at encouraging people to get moderate exercise daily. The author especially mentions the physiological and psychological benefits of exercise. Physiologically, regular exercise tones the muscles in the trunk and the extremities, strengthens the heart and lungs, and makes speedy responses possible. Psychologically, exercise not only eradicates the harmful effects of stress, worry, and nervous debility, it also brings about the harmonious co-ordination of different parts of the body, and pep up life as well.

Exercise, then, is extremely important to one's physical and mental health. While exercise has so many beneficial effects, it is too bad that many people do not take it seriously. Even more regretfully, many people make use of their otherwise sinewy hulk to harm others and then themselves. That is why in the Bible we find St Paul, a man of great experience, giving advice to young Timothy, 'Training of the body avails but little; holiness is all-availing, since it promises well both for this life and for the next.' (1 Timothy 4:8) The 'holiness' Paul talks about is the realisation of oneself as a sinner, and then receiving 'holy' status through trust in the death of Jesus on the cross as salvation for mankind. From then on he daily exercises his body, and particularly practises holiness. Practising holiness is spiritual training through prayer and the practice of Christian charity in dealing with others. 'Holy' people do not do bad things, nor do they take people to task, fight them or harm them for gain. So being holy is to praise people, to encourage them to achieve more, to pray for others who are in spiritual and physical need, and to gladly offer help when they are in difficulty.

Of course, holy people always attend Sunday worship and various fellowship meetings so that their holiness can take root, in preparation for the joys of this life and the life to come which God has promised them. Their lives, then, are filled with happiness. May the Holy Spirit be with the teachers and students of the Mongkok Lutheran School for the Deaf and enable them to enjoy the fruits of exercise and holiness.

教育的歡樂

謝路易博士



書店裏擁有很多英文寫成有關歡樂的書籍，有所謂烹飪的歡樂，跑步的歡樂，性的歡樂等等。你或許曾見過這類書籍，但你也許未嘗見過名為教育的歡樂的書籍，可能跟本從未有人，用這題材著書，事實上，教育的歡樂，是吾人應考慮之重要主題。

若學生能享受他們的教育，則自然成為較好之學生，亦能從教育中獲益更多。通常先要了解才能享受，若我們了解某事，則我們才可以欣賞它。一般而言，我們不欣賞我們不了解的事物。

我們除了要明白所學的知識外，還需要能加以運用。不用的資料及技能，很快便會蕩然無存。說來奇怪，有不少曾受高深教育之士，却不能記起其家中電話號碼，因為他們從不需要自行撥電話回家。每次我們能有意義地運用一些知識時，我們更獲得成功感和滿足感，因而激勵我們去學習更多知識。這種感受便是教育的歡樂。

教育的歡樂極之倚賴教師引導學生了解及運用每課所授知識的能力。學習當然須要努力。課程也許困難，但教育的歡樂能推動學生，努力學習及使他們渴望有效地應用所學的知識。

身為教師應能善用時間及技巧，為其學生設計有效之學習經驗。教師能在教室組織及設置教育環境，而學生却不能，故此教師要就學生能力範圍內，細心訂定教學目標，教師應了解每名學生在學習上的潛能及能力。故此個別性教學計劃及施行，對教育歡樂概念甚為重要。

對教師而言教育的歡樂極為倚賴每一學生之表現及成就。成功感能驅使教師一次又一次，尋找成功的感受。雖然處罰及負反饋，間中是需要的，但它們對學生的影響則欠持久。教師面上之喜悅及口頭之讚賞影響學生的成功慾望較前者長遠及巨大。

家長亦受教育的歡樂所影響，他們希望子女在學業上獲良好成績，他們會因子女在學業上得到之良好成績而引以為榮，同時子女亦需要父母對他們的每一成大或小的成就，加以熱誠的支持及讚賞，父母真正關心子女在學校日常之情形，亦能增加教育的歡樂。很多時，父母較著重兒女的成績及考試結果而往往忽略他們的日常學習，若家長關心兒女日常的學習則更能幫助他們在考試中獲較好之成績。另一方面若家長能幫助子女認識他們所學的實際價值，並能提供珍貴的學習機會，使他們實踐所學的知識，則更能增加教育的歡樂。

教育的歡樂並非意外得來，它是經小心計劃，努力耕耘，按時關注之成果，它需要家長教師，學生的合作。它的獲得毫不容易，但其成果，却值得努力。吾人的目標是每一學生，每一教師及每一父母，皆能感受到教育的歡樂。

THE JOY OF EDUCATION

Louis R. Jasper, Ed. D.

The bookstore has many English books about joy — books called THE JOY OF COOKING, THE JOY OF RUNNING, THE JOY OF SEX, etc. You may have seen some of those books, but you probably have not seen any book called THE JOY OF EDUCATION. Possibly no one has written such a book, but the joy of education is a very important subject for us to consider.

Students who learn to enjoy their education become better students. Also, they benefit more from their education. Usually, enjoyment requires understanding. When we understand something, we are able to enjoy it more fully. We normally do not enjoy what we do not understand.

In addition to understanding, we need to be able to use what we are learning. The information and skills which we do not use may soon be lost. It seems strange, but some very well educated people have trouble remembering their own telephone number because they never have a need to call their home. Each time we are able to use some information in a meaningful way, we feel good about our success and we are encouraged to learn more. This experience leads to the joy of education.

The joy of Education depends greatly on the ability of the teacher to help each student understand and use the information presented in the lesson to be learned. Learning may still involve hard work. The lessons may still be very difficult, but the joy of education is to motivate the student to work more diligently and to desire to be successful in using the information to be learned.

The teacher needs to be a good manager of time and talent in order to programme successful learning experiences for his/her students. The teacher is able to organize and structure the educational environment of the classroom. The student is not. Care must be exercised to be sure that the goals which are set are within the limits of the student's ability to reach them. The teacher must be able to recognize and understand each student's individual ability and potential for learning. Therefore, individualized planning and instruction are important to the concept of the Joy of Education.

The Joy of Education for teachers depends greatly on the performance and achievement of each student. The feeling of success is a most powerful force in motivating teachers to try to repeat the successful experience. Punishment and negative feedback may sometimes be necessary, but their influence on the child is not long lasting. The joy on the face and in the words of the teacher have a greater and longer lasting impact on a student's attitude and desire to succeed.

Parents, too, are affected by the Joy of Education. They are happy to see their children do well in school. They are proud to be able to tell others about the academic success of their son or daughter. However, the son or daughter also needs the warm support and praise of the parents for each success, both great and small. The genuine interest of mother and father in their child's school work from day to day can also add much to the Joy of Education. Too often, parents are more interested in report cards and test results than they are in what their child is learning each day will do to help that child have better test results. Also, parents can do much to help children see the practical value of what they are learning and give them valuable experience in using the information, all of which leads to the Joy of Education.

The Joy of Education is not an accident. It is the result of careful planning, hard work, and daily attention. It requires the cooperation of parents, teachers, and students. It does not come easily, but the result is well worth the effort it requires. Our goal is that each student, each teacher, and each parent experience more fully the JOY OF EDUCATION.

無聲的言語

校監李永楨牧師

馬可福音第七章卅二至卅五節記載着一個聾啞的人得到耶穌醫治的神蹟。讓我們設身處地，想像自己就是那個耳聾舌結的人，體驗一下他那一天的經歷：

『我坐在家裏的時候，十分苦悶，就像一個終身坐在無形監獄裏的人。心裏有事，難於向人傾訴。就算用手勢文字，也無法將內心的感受清楚完整地表達出來。不明白的地方，常常不便向人請教。受請教的人，也不是個個有愛心有耐性的。他人有什麼事情要告訴我，很是費力，所以只能簡簡單單、約約莫莫地通知我。我必須格外留神他人的咀脣，表情和手勢，不能直接明白的也要間接猜測。有時我會猜錯，誤會了人也使人誤會了自己。有些人甚至利用我的缺陷欺騙我、作弄我、甚至利用我，以致我疑惑心稍重，這也是難免的了。有時我積鬱難解，甚至會大發脾氣哩。有時我會有自卑、自怨、自艾的傻想，但有時我會提起勇氣，以長處補不足。但失聰人的苦，並不是三言兩語可以一下子說清楚的。

這一天，忽然鄰居的好友匆匆忙忙的衝進來，非常興奮地一把拉着我的手就向外跑。我本來要用手勢問他，但他只擺出個「一言難盡，但良機不可失」的表情，就拖着我出去了。

。出得門來，但見人山人海，擾攘不堪，好友拉着我左穿右插，鑽過了人叢，來到一個三十來歲的人面前。看來人羣擁着要見的就是他了。好友拖着我向他跪下來，指着我向他表示懇切地請求，看來好像請他按手在我身上。至於他為什麼這樣請求，我可不知道了。

那三十來歲的人顯然非常留神這請求。祂的目光充滿關懷而又慈愛的神色，從好友的面上轉移到我的面上。他好像早已經認識了我，連我不能說出來的心事，他知道了。他扶我起來，握着我的手，示意我隨着他走。他的慈愛真的有無可抗拒的力量，我像受了無窮的吸引隨他而去。到了一處僻靜無人的



THE LANGUAGE OF SILENCE

Rev. Daniel Lee Supervisor

The gospel of Mark chapter 7 verses 32-34 describes the miracle of the curing of a deaf mute by Jesus Christ. Now let us relive in our imagination the experience of this deaf man on that particular day.

“When I am at home, I feel bored, just as if I were in an invisible prison. I cannot tell people coherently what I feel, even if I use signs or written language. When I do not understand something, I find it inconvenient to ask; furthermore, not everyone I ask is sympathetic and patient. People expend a lot of effort whenever they are telling me something, so they just give me a simplistic and not very explicit message. I must particularly attend to their lips, expressions and signs, and if I do not understand right away, I have to make do with a guess. Sometimes I make a wrong guess and so would misunderstand people just as they sometimes misunderstand me. Some people even try to take advantage of me: cheating me, playing with me, and even exploiting me. I can hardly escape being a bit suspicious! Sometimes worries keep piling up on me so I cannot avoid throwing a temper tantrum; sometimes I think foolish thoughts: blaming myself, despising myself, hating myself; but sometimes I do pluck up my courage and build up strength to overcome my shortcomings. Nevertheless, the anguish of a hearing-impaired person cannot be made explicit in a word or two.

One day my neighbour, who is a good friend of mine, rushed into my house and pulled me out into the street excitedly. I was going to sign ‘Why?’ but he just motioned, ‘Don’t ask, or the golden opportunity will slip away.’ There were a lot of people and much noise in the street. He led me left and right going through the crowd until we finally came face to face with a man in his thirties. Obviously it was he who had attracted the crowd. My friend made me kneel down before him and begged him earnestly, it seemed to me, to lay his hands upon me, pointing to me all the while. As to why he did that, I had no idea.

The man in his thirties obviously responded to my friend’s request, for he immediately transferred his gaze which was full of concern and love from my friend’s face to mine. He seemed to have known already who I was and what my unutterable feelings were. He half-helped me get up and led me on by hand. His love which drew me to him was irresistible. When we came to a lonely spot, he stopped and stood

地方，他停下來，站在我面前，溫柔地定睛望着我，就像慈父望着生病的孩子一般。他用指頭深入我的雙耳，好像取去一切阻塞。隨着他吐一口唾沫好像示意將我喉頭的障礙排除了，又用指頭點抹我的舌頭好像要它靈活起來。這幾個無聲的動作毫無疑問地表明他定意要解除那自幼便困擾我的疾苦。接着他仰天長歎，好像親身感受到我自己的煎熬，求上主開恩。這一下歎息，為我獻上萬千無言的禱告：我耳聾舌結的頑疾，我一生困苦의遭遇，我自卑多疑的缺點……一切一切都在這歎息中放在上主的面前。我感覺到我並未被上主遺忘或厭棄。這樣從內心發出的歎息，上主怎會掩耳不聽呢！

當他垂目再看我的時候，眼光充滿仁愛、智慧與權威，只說了一句話：「開了吧！」我聽到了！我聽到！這一次我不但見他掀動的咀唇，我確確實實地聽到了第一句聲音。我不期然大喜過望，俯伏不住地敬拜祂，口中說了一次又一次：「我主，謝謝祢！」……哈，我竟然聽到自己的聲音了。』

這耳聾舌結的人，就算在未被醫好之前，與耶穌的溝通也完全沒有障礙。他們彼此的了解，甚至比一般人為深，他們之間有一種世界性的無聲語言：「信任與愛心」。這是從內心裏流靈出來的，雖然沒有聲音，却藉着視學、動覺、體覺等互相對流。聾者體驗到無條件的關懷、接納，和幫助。這一來，不但他的頑疾得了醫治，他整個人都因被愛而改變了，他的的確確地獲得了新生，是感恩的，是喜樂的，是充滿盼望的，是洋溢愛心的。

失聰的人雖然聽覺失靈，但他還有其他的感官來接觸世界。他還有視覺、味覺、嗅覺和體覺；而體覺又包含了膚覺（冷熱、痛楚、快感、壓力）、動覺、機體覺與平衡覺。最重要的還是一顆能領會「信」和「愛」的心靈。施與及接受啟聾教育的人啊，我們還有充份的機會彼此溝通哩。

before me, gazing at me like a benevolent parent looks at his ailing children. He put his fingers into my ears, as if to clear them, he spat, as if to signify the removal of the lump in my throat; and then he touched my tongue, as if to loosen it. These silent motions undoubtedly signified his determination to eradicate the malaise that had plagued me since birth. After that, he heaved a deep sigh toward heaven, as if he were experiencing my anguish. This sigh, a request for grace from the Lord, put thousands upon thousands of prayers on my behalf before Him: the relief of my deaf-mutism, the removal of my suspicious nature..... It made me feel that I had not been neglected or abandoned. How could God fail to hear the prayer which had come from the bottom of this man's heart!

When he looked at me again, his gaze was full of love, wisdom and authority. He said quietly, 'Be opened!' Oh, I heard Him! I not only saw His lips move, but also heard His words. I was overwhelmed with joy, and I bowed down before Him, saying over and over again. 'Thank you, my Lord!' Wow, I actually heard my own voice!

Even before this deaf-mute was cured, he would have had no trouble communicating with Jesus. Their understanding of each other was deeper than that which is experienced with ordinary speech as they communicated in silence, in faith and love between them. This communication flows straight from the heart, and though it carries no sound, it flows from one person to another through vision, kinesthesia, and organic sensations, just like the deaf-man who felt the concern, acceptance and support from Jesus. Thus he was not only relieved of his disability, but he was utterly changed as a person. Unmistakably he received his new life thoughtfully, happily, hopefully, and overflowing with love.

Even though the deaf are defective in hearing, they have other senses with which to make contact with the world. They have vision, taste, smell and awareness, which includes the cutaneous sensitivity, kinesthesia, organic sensations and equilibrium. More importantly, they have the heart to perceive faith and love. Therefore there are still ample opportunities for communication between the teachers and students at MLSD.

勿慮衣食

許明堅牧師



憂慮似乎是香港人生活的元素，與我們脫離不了關係。有很多人為生活、家庭、健康、職業……而憂慮，有些人為「奢求」和「慾望」而憂慮，更有些人為香港的前途而關注到切身的問題而憂慮，富有的、貧困的，年長的、年幼的、都生活在憂慮的死胡同中，更何況是身體有缺陷的傷殘人士呢。

我曾問及一些韓教友和聾學生，他們最關切的問題是什麼？答案是：職業問題關乎自己的前途。婚姻的問題。關乎自己的家庭生活）、以及社會對聾人的動向（關乎聾人的地位感）。

有些聾人為生活而奮發向上。是可取的。有些聾人為生活而自甘墮落。是可悲的，但無論如何，太為自身設想，浸淫於生活享受的，都會引致煩惱和痛苦。

「總言之：需求」和「奢望」是組成了憂慮的基本要素。——

至聖者上帝完全洞悉的心態和需求。所以勸喻人不要憂慮，在太六章已申明，飛鳥也不種不收。百合花不勞苦不紡綫，天父尚且養活他，更何況是人呢。

上帝既然給我們生命和生存的權利，祂定當眷顧賜福祂的兒女，就算我們身體有殘疾。也當有祂的美意安排。現在最要緊的，不是為明天憂慮，而是全心依賴順服祂的旨意，好叫我們承受祂的福氣，誠如經上說：「你們要先求祂的國和祂的義，這些東西都要加給你們了」太 6：33。

Do Not Worry for the Morrow

Rev. Hui Ming Kin
School Chaplain

Worry is an indisposable element in the hectic life of Hong Kong. Some worry about life, their family, health, job..... : some about their dreams and desires; and yet others about their personal problems in the uncertain future of Hong Kong. If the rich, the poor, the elderly and the young live in the 'worry' cul-de-sac; how much more, then, do handicapped persons face the worries of daily life.

I have had occasions to question members of the deaf congregation and hearing-impaired students as to their pressing concerns. Invariably the answers are: vocational problems which affect their future; marriage problems which affect their home life, and the attitude of the community towards the deaf which affects their place in it.

The deaf who fight to achieve higher ideals are commendable; those who willingly degrade themselves for survival are pitiable. But one who cares too much about self, gives in to the desire for the luxuries of living, for whatever reasons, unwittingly invites worries and pain.

To conclude: needs and unrealistic desires are the primary sources of worry.

The Holy God understands what people think and need, and thus comes the advice not to worry in Matthew 6, "Look at the birds flying around; they do not sow seeds, gather a harvest and put it in barns; yet your Father in heaven takes care of them! Aren't you worth much more than birds?"

As the Lord honours us with life and the right to live, He naturally cares for and blesses His children. So if we are handicapped in some way, think of the debilitating condition as His special arrangement for us. Then what is most important is not to worry for the morrow, but to abide by his decision so as to receive His grace, as in Matthew 6:33. "Instead, be concerned above everything else with the Kingdom Of God and with what he requires of you, and he will provide you with all these things."

引言

吳國華 校長

一九八一年為國際弱能人士年，其主題為傷健共處，平等教育機會及協助弱能人士自力更生。由於本校缺乏完整的校舍，以及擴展計劃尚未成功，本校聾人升學及就業的機會受到莫大的障礙，深望政府及社會熱心人士能給予實質上的支持及幫助，及早解決聾童的實際需要。

本校一貫辦學宗旨為本著耶穌基督的教訓「讓小孩子到我這裏來，不要禁止他們」（可十：14）。期望「靠着耶穌基督結滿了仁義的果子，叫榮耀稱讚歸與上帝」（腓一：11）。

聾童教育的成功，有賴家長們的早期性及經常性的實際參與教育行列；教職員對專業增長的投入，對個別學童，尤其是多種弱能聾童的認識和了解，從而提供適當的教學與輔導；此外，更有賴社會熱心人士的關懷，共同培養聾童建立其自信心，幫助其不僅只是接受別人的幫助，更盡其所能，盡一分力，發一分光，服務社會，榮耀上帝。

本年度再得教育署，社會福利署，香港路德會，社會賢達及新舊校董的支持與指導，家長的信賴和同工的衷誠合作，本人謹代表校方再三表示謝意。

ANNUAL REPORT : 1981-1982 PREAMBLE

Mr. K. W. Ng
Principal

The themes of the 1981 International Year of the Disabled are integration of the disabled in to the community, equal educational opportunities, and assistance to the disabled to enable them to live independently. But since we lack adequate facilities and our reprovisioning project is still in its embryonic stage, we are not able to offer our graduates unlimited access in respect of further education and employment. We sincerely hope that the government and interested members of the community will give us material support and assistance in fulfilling the needs of our students.

All along our educational aim has always been in full accordance with the teaching of Jesus Christ: "Let small children come to me, and do not stop them." (Mark 10:14) We hope that "..... love will keep on growing more and more, together with true knowledge and perfect judgement, so that..... your lives will be filled with the truly good qualities which Jesus alone can produce, for the glory and praise of God."

The success of education for the deaf depends on the timely and frequent participation of the parents, the high regard of the teaching staff for professional growth, and the individual attention they give to students, especially those who are multi-handicapped, in the form of appropriate teaching strategies and counselling. Additional factors include the concern for the students by interested members of the community as well as the fostering of the children's self confidence in receiveing and giving help to the best of their abilities in the service of their fellow men and to the glory of God.

Finally, let me gratefully acknowledge the guidance and support from the Education Department, the Social Service Department, the Lutheran Church — Hong Kong Synod, members of the Board of Managers past and present, and interested members of the community. The trust the parents vest in us and the cooperation the staff accords us deserves recognition as well.

校務報告

人事調動

本年度增添黎志強先生及李美愛姑娘二位社會工作者，由於陳國權主任被派往澳洲深造多種弱能兒童教育，中學部訓導工作則由孫秀英女士處理；此外，本校更得本會特殊教育顧問謝路易博士多方面協助及指導。

校董會、校長及教職員諮議會

本年度黃一明牧師及許明堅牧師為校董會代表，而許牧師則為主席；副主席為吳國華校長，書記則為陳國權主任，該會議已分別於一九八一年十二月十二日及一九八二年五月十五日舉行，而項偉傑主任則代表本校教職員出席教育署主辦之小組討論會，更多謝各同工提供意見，以促進校務發展及加深互相了解。

香港特殊學校議會

本校為香港特殊學校議會會員，而英國華校長則代表校方出席有關會議，本年度側重為與教育署研討有關修訂特殊學校資助規例事宜，望其能及早施行，以配合個別學生的特殊需要。

香港聾人福利促進會

本年度本校校長被選為該會之執行委員，協助該會事工。

香港社會服務聯會

本年度本校成為該會會員。而謝路易博士則代表校方出席有關會議，此外，校長亦參與聾人服務協調小組，共同提供有關促進聾人服務事宜。

本年度本校主任黎本立先生為該會委員參與研討香港特殊事工。

香港路德會九龍聾人區會

本年度本校校長及陳國權主任分別為該會之副主席及該秘書，共同推動聖工。

校舍擴展計劃

有關新校舍之設備，(Schedule of Accommodation)，本校已呈教育署審核。

專題演講

本校校長分別於一九八一年九月卅日，及十一月廿日應沙田扶輪社及西九龍獅子會邀請作專題演講。

開放日

本校於一九八一年十一月四日舉行開放日，是日多謝旺角民政主任劉國材太平紳士及本會特殊教育顧問謝路易博士主禮，以及各界人士及新聞界前來指導。

THE PRINCIPAL'S REPORT

Staff Movements

This year Mr. Lai Chi-keung and Miss Lee May-oi have joined the staff as social workers. Miss Suen Sau-ying serves as acting head of the Counselling Department. In the Secondary Section for Mr. Chan Kwok-kuen who is on study leave in Australia. Rev. Jasper, Ed., D. Consultant for Special Education of the Lutheran Church — H.K. Synod, has guided and assisted us in innumerable ways.

Manager-Principal-Staff Consultative Committee

Rev. Wong Yat-ming and Rev. Hui Ming-kin represent the Board of Managers on this Committee, with the latter as its chairman. The vice-chairman and the Secretary are Principal Ng Kwok-wah and Senior Teacher Chan Kwok-kuen respectively. The committee convened twice during the year on December 12, 1981 and May 15, 1982. Senior Teacher Mr. Hong Wai-kit represented the staff in attending the small group discussions between teacher representatives of aided schools and the Education Department.

H K Special Schools Council

The School is a member of this organization and Principal Ng represents the school at its meetings. At present, the Council is in consultation with the Education Department regarding the revision of the Code of Aid for Special Schools, to provide for the needs of special students.

H K Society for the Deaf

The Principal has been elected as a council member of the H. K. Society for the Deaf.

H K Council of Social Services

Both Dr. Jasper and the Principal attend its meetings. In addition, the latter sits on the Co-ordinating Sub-committee for Services for the Deaf.

R D C C Education Sub-committee

Senior Teacher Mr. Lai Boon Lap is a member of this sub-committee.

Kowloon Congregation for the Deaf

The Principal and Mr. Chan Kwok-kuen serve as vice-chairman and secretary respectively of the Kowloon Congregation for the Deaf.

The Reprovisioning Project

The proposed schedule of accommodation has been forwarded to the Education Department for consideration and approval.

Talks

The Principal spoke at gatherings of the Shatin Round Table and Lions Club Kowloon West on 30 September and 20 November, 1981 respectively.

School Open Day

The School was open to inspection by the general public on 4 November, 1981. City District Officer for Mongkok, Mr. Lau Kwok-choi, J. P. and Dr. Jasper, Consultant for Special Education of the Lutheran Church, officiated at the opening ceremony, to which the Press and members of the public came.

宗教活動

「協助聾人自立更生，服務社會，榮神益人。」是本校一貫的辦學宗旨。感謝神，在祂的恩典慈愛帶領之下，以及牧師、校長和各同工衷誠協助，本校在本年度各項事工上也有長足的進展：

(一) 經常性活動——

(a) 主日崇拜：逢主日本校師生也參加堂會之聚會。

(b) 主日學：本校與九龍聾啞區會合辦，本校教師帶領，鼓勵學生積極參加。

(c) 崇拜：中學部逢週一舉行，由謝路易牧師主持。小學部及預備班分別每週一次，由吳國華校長主持，將得救的訊息與各同學分享。

(d) 週會：每週舉行一次，由本校全體同工輪流擔任講員，指導學生在德育上有所改善。

(e) 教職員靈修：逢星期二、三下午在中小學分部舉行，由基督徒教師領會，藉此交通，感受主的慈愛。

(f) 查經班：逢週一下午在中學部課後舉行，由本會資深教師帶領，學生可自由參加。

(g) 詩班：由中學部同學組成，每月二次在堂會崇拜中獻詩及參予學校任何慶典。

(h) 課室佈置比賽：逢每年之聖誕節均舉行，各班同學的精心設計，使這節日生色不少。

(i) 聖誕節崇拜及聯歡：年年此時，校方會為中小學部學生安排崇拜及聯歡會，使每一師生均能享受到這節日帶來的快樂。

(j) 學生團契：專為中學部學生而成立，在教師帶領及團契幹事協助之下，推動各同學積極參予社區服務，教會活動，建立良好的基督徒生活。

(k) 畢業生團契：為聯絡各畢業同學，與區會維持緊密接觸，校方保持良好的關係。於一九八一年十二月份正式成立畢業生團契，定期於校內舉行會議，安排各項活動及參予校方各項慶典。

Religious Activities

'To help the deaf to be independent, to serve the community, to glorify God and benefit man' have been the aims of the school all along. we thank the Lord for His guidance; pastors, the headmaster and various colleagues for their support, in making the following developments possible:

1. Regular activities

- a. Sunday worship for both students and the staff
- b. Sunday school: This is a service which all students are invited to attend. Members of the teaching staff teach on a rotation basis.
- c. Chapel: For the Secondary Section, the chapel programme is conducted by Rev Jasper once each week. For the Pre-primary and Primary Section, it is conducted by the Principal.
- d. Assembly: The weekly assembly is conducted by members of the teaching staff on a rotation basis.
- e. Teacher Fellowship meetings are conducted on Tuesday and Wednesday afternoons for the primary and secondary teachers respectively, under the guidance of teachers who are Lutherans.
- f. A Bible class is a fortnightly event to which all secondary students are invited. Experienced teachers serve as leaders.
- g. School Choir: Made up of secondary students, the school choir sings hymns at Sunday worship twice a month and at other school functions.
- h. Classroom decoration competition: All classes design and execute the decoration of their respective classrooms on a competitive basis at Christmas.
- i. Worship and celebration at Christmas: The annual Christmas celebration and worship highlight the festive season for all students.
- j. Student Fellowship: Under the guidance of teachers and assisted by its executive members, the Student Fellowship for secondary students promotes student participation in Christian living, in activities such as community service and church activities.
- k. Alumni Fellowship: The alumni fellowship was established in December, 1981 for the purpose of providing a contact point between the graduates on the one hand, and the School and

(1) 海外通訊：本校小學部各級學生輪流與澳洲聾校主日學學生通訊。

(二) 非經常性活動——

(a) 聖誕咭設計比賽：此項比賽於聖誕前舉行，使各同學將喜樂愉快的感受表達於圖畫中，詳溢出救主降生的歡。洋

(b) 聖經常識問答比賽：於七月份舉行，藉着這項比賽使各同學對主的道有所認識，加深他們的了解，進而堅固他們的信心。

(c) 宗教旗幟設計比賽：藉這項活動，使他們能將主的恩典，慈愛和救贖扼要的表現於所設計的圖畫上。

本年度共有七位學生接受洗禮，四位接受堅振禮。我們深信在主的恩手帶領下，藉各同工的直接參予，透過各種活動，讓學生們能切身地感受到主的愛，分享從上帝而來的快樂，進而能效法基督服侍他的人的精神，建立基督化的健全人格。

Deaf Congregation on the other. Regular meetings are held to make arrangements for activities and for graduates to attend school functions.

1. Overseas communications: Primary students make regular contacts with certain Sunday school students in Australia.
2. Activities held from time to time
 - a. Christmas Card design competition: This competition is for all classes to concretely express their joy at the commemoration of the birth of their Saviour.
 - b. Bible Quiz: This activity is usually held in July to deepen their knowledge and strengthen their faith in the Christian way of life.
 - c. Religious banner design competition: Religious themes such as the grace and love of God are depicted on cloth.

This year we have had ten baptisms and four confirmations. We believe that under God's guidance, assisted by colleagues and through participation in the various activities, students can be brought to appreciate His love, to share in His joy, and hence to imitate the Christian spirit of service and to espouse the Christian way of life.



詩歌班 The School Choir



教務報告

班級及人數：

本學年共有學生總人數二百二十三個，計中學七班，小學十三班及預備班四班，其中包括多種弱能聾童約四十餘人。

教學相長：

為增進專業知識及追求更佳教學成果，本校老師於繼續進修海外及本港舉辦之有關課程本年度得北九龍獅子會贊助李安琪主任進修美國羅省實施訓練中心

一九八一年暑期所舉辦之家長輔導及幼兒教學法課程，又蒙香港賽馬會基金捐助獎學金陳國權主任於一九八二年往澳洲維多利亞大學進修多種弱能教育一年課程。而部份教師則在本港進修香港大學校外課程部舉辦之小學行政簡介及特殊教育學校行政，教育署舉辦之在職聾童訓練班，舞蹈課程、英語、體育，數學及幼兒美術等教學及特能童軍課程等；此外，謝路易博士自一九八一年八月回港後，除協助本校老師計劃教學外，並主持每月一次及特別安排之教學研討講座，題目包括凌氏發音教學研究，行為改變法及個別教學計劃等。

此外，校內亦設有教師輔導，英文暗示性發音研討班，以期達到教學相長的效果。

家長輔導

家長聾童教育上，實佔一重要地位，而又責無旁貸。為使家長對教導其子弟有更深的認識，並增強互相間之溝通，本校特每月舉辦一次學術性家長研討會，且經常邀請家長示範，以以現身說法方式與其他家長分享經驗及心得，達到充實在家學習的效果。

REPORT FROM THE ACADEMIC DEPARTMENT

ENROLLMENT

This year we have 4 Pre-primary, 13 Primary and 7 Secondary classes. The total number of students stands at 223 of which slightly more than 40 are multi-handicapped.

Professional Growth

Professional growth is a major concern for members of the teaching staff pursuing courses both locally and overseas. With a grant from the Lions Club Kowloon North, Senior Teacher Miss Lee On-kee was able to complete a course in Parent Guidance and Teaching of Infants at John Tracy Clinic, California U S A, in July 1981. With a scholarship from the H.K. Jockey Club, Senior Teacher Mr. Chan Kwok-kuen is specialising in the Education of the Multi-handicapped at Burwood State College in Victoria, Australia. Other members of the staff attended extramural courses in Introduction to Administration in Primary Schools and in Administration in Special Schools, both offered by the Hong Kong University. Yet other members of the staff attended courses offered by the Education Department, such as the In-Service Course for Teachers of the Deaf, School Dance, English, Physical Education, Mathematics, Teaching of Art to Infants and Specialist Boyscouting. Since his return to the colony in August last year Dr. Jasper has offered advice to the staff on teaching strategies and given monthly lectures as well as on special occasions on such diverse topics as the Ling Method of Speech Teaching, Behaviour Modification and Individualized Education Plan.

In addition, professional growth is fostered through such activities as guidance sessions for new/supply teachers and Cued Speech for English class.

Parent Guidance

Parents occupy an important place in the education for the deaf. To foster deeper understanding of their children and to strengthen the communicative bond between parent and child, parents are invited to attend the monthly guidance sessions. At these sessions the parents themselves give demonstrations in speech training to facilitate the sharing of skills and experiences in teaching in the home.

學術性活動：

為提高學生學習興趣及運用所學習知識起見，每年均舉辦多項學術科目比賽，並安排戶外學習，參觀等活動。此外，並設有中英文打字、絲帶花、烹飪、縫紉等興趣小組，學生可依其愛好選擇參加，又我校亦借用觀塘職業訓練中心，為中學部學生進行電器、縫紉及英文打字等小組活動。

多種弱能聾童。教育：

本校將部份多種弱能學生，依其學習能力分別編讀三組下同程度班級。教師每月召開例會一次，商討個別學生之學習情況，進度及檢討教學計劃，以發揮個別學生之最高潛能。

傷健共處：

本校積極推行教育署發起之姊妹學校計劃，使本校學生能與友校學生作互相學習，如共同參加體育比賽，聖誕聯歡會及每星期由銘基書院及協同中學等學生分別為本校中、小學生作課業輔導等，使本校學生在學習及社交方面均有所得益，以期達到傷健共處之同樣。



音樂比賽 *Music Competition*

Academic Activities

Competitions and quizzes on the various subjects, outdoor learning trips, and visits are used to foster student interest and to put what they have learned to practical use. There are also interest group activities such as Chinese/English Typewriting, Ribbon Flower Making, Cookery, Dressmaking, etc., which students can freely choose to attend. Small group activities are held at Kwun Tong Vocational Training School for secondary students. Subjects include Basic Electric Work, Dressmaking, and Typing.

Education of the Multi-handicapped

Multi-handicapped students were divided according to their learning abilities into three groups of different levels. Teachers met once a month to discuss the progress of individual students and to revise teaching strategies accordingly in order to fully develop the latent learning potential of each student.

Integration with Hearing Peers

To implement the Sister Schools Scheme initiated by the Education Department, we have made arrangements for our students to have regular contact with their counterparts in the sister schools. These arrangements included sports competitions, Christmas celebrations, school work assistance provided for our primary and secondary students by their peers in Ming Kei College and Concordia Secondary School. Through this scheme, our students have developed their learning and social skills towards fuller integration into the community.



開放日 *School Open Day*

啓覺望德會學校開放日

開幕禮
Opening Ceremony



教師研討班 Professional Growth Lecture for Teachers

家長會 Parent's Counselling

輔導服務

為協助學童在基督化教育的薰陶下成長，我們透過不同的層面，多類的形式去輔導家長和學生，一方面藉此使家長們了解子女在各成長階段中身心發展的需要和提供有效的辦法去教育子女，另一方面使學生養成良好的基督徒完美人格，學得自律和助人的精神，本年度輔導組教師同學校社會工作員提供下列服務：

(甲) 家長輔導

透過個別會談和新生家長會，讓新生家長得以認識本校辦學宗旨，教學方法及各類服務，校方亦藉此深入了解學生家庭背景而給予適當的輔導，為了解決個別問題學生的難題，輔導組員經常與家長保持聯絡，建議有效的處理方法，此外，亦舉辦定期性的家長會，透過專題講座及問卷調查，使家長們關注本身在聾童教育方面所負的責任。

(乙) 學生輔導

(一) 德育輔導

教師除於週會闡釋訓育中心外，並在課前公民訓練時講解有關德育問題，同時也從家庭生活教育講座中灌輸正確之人際關係觀念予學生，而各班主任亦利用課後的學行檢查時間處理學生問題。

(二) 個別輔導

透過訓導組員與班主任的互相合作，對於學習，情緒和行為有問題的學生，我們以個案形式處理，通過家訪會談，小組討論和觀察評估等方法進行適當的輔導。

(三) 個案轉介服務

學生或其家庭有需要接受特別的服務如申請弱能人士津貼，恩恤徙置，經濟援助，智能測驗，醫療服務，升學就業輔導服務等，本校亦會為其轉介到有關機構接受適當服務。

REPORT OF THE COUNSELLING DEPARTMENT

Counselling Services

Counselling is provided for both parents and students in a variety of situations and at different levels in order to help students grow and develop in a Christian atmosphere. On the one hand, parents receive help in understanding the physical and emotional development of their children and assistance in dealing with developmental problems effectively; on the other, students learn to develop self-discipline, willingness to help others, and a Christian character. With the help of school social workers we offer the following services:

A. Parent Guidance. Through individual discussion and group counselling sessions, the parents of new students learn about our aims in operating the school teaching methods, and the various services available to them. These occasions offer the school insights into the student's home background for planning suitable guidance. The counselling team frequently keeps in touch with parents and makes suggestions in regard to handling problem children. In addition, we use regular parent-teacher meetings, lectures, and questionnaires, to emphasize the responsibilities of parents in relation to special education.

B. Student Counselling

1. Moral training. Teachers expound on moral themes in weekly assemblies and citizenship training guidance sessions. Interpersonal relationships is one of the subjects stressed in the family life education programmes.
2. Individual counselling. Case studies are initiated for problem students who may have learning, emotional or behavioural difficulties. Through the cooperation of teachers, home visits, group discussion and observational evaluation the school has been able to offer the appropriate help.
3. Case referral service. When necessary cases are referred to the appropriate authorities or organizations for action with regard to application for disability allowance, compassionate housing, public assistance, intelligence testing, medical advice, further education, employment opportunities, etc.

(四)功課輔導

承蒙銘基中學學生每週六上午義務替本校小學部學生作功課輔導，而中學部亦得到九龍協同中學社會服務組逢星期三為學生輔導功課。

(五)姊妹學校計劃

為培養健全人士和聾童彼此能互相了解，及互相關！小學部學校學生每隔週六舉行興趣小組活動，也在聖誕舉行聯歡會和暑期活動。而中學部亦與九龍協同中學合作，藉著定期性之活動，如功課輔導，個別發音教授及非經常性之活動，如一九八一年九月廿八日之傷健茶聚。一九八一年十月十日之參觀大口環兒童骨科醫院，一九八一年十一月廿八日至一九八一年十一月廿九日之傷健同歡渡假營，十一月之健混合音樂比賽，一九八一年十二月廿一日之聖誕耶歡會，暑期之戶外體能訓練營及林務工作營等，使聾童與聽力正常之青少年有更深度的接觸進而彼此了解及接受，上述一九八一年九月廿八日，十月十日，十一月廿八日至廿九日之活動，更獲得旺角社區及青年服務處之社青服務組全力協助策劃及推動，使更能達到傷健共處的目標。

此外小學部亦安排每級學生定期與澳洲路德會主日學生通訊，目的是讓聾童能有更多機會與健全人士接觸。

(六)家庭生活教育講座

在訓導組員和教師的互相合作下，小學部舉辦了如何建立良好的人際關係講座。

(丙)升學及就業輔導

(一)一九八〇年至八一年度畢業生出路狀況

一、往嘉諾撒達言學校升中四	三人
二、往真鐸啓暗學校升中四	一人
三、往觀塘世界復康基金中心升學電工	二人
四、做鞋業工人	一人
五、製衣業工人	一人
六、參茸廠包裝工人	一人

4. School work assistance. Assistance is offered to our primary and secondary students by students of Ming Kei College and Concordia Secondary School on Saturday mornings and Wednesday afternoons respectively.

5. Sister Schools Scheme. This programme is to promote mutual understanding between the hearing and the hearing-impaired and their concern for each other. Joint activities such as interest groups, Christmas celebrations, and summer programmes have been enjoyed by our students and their peers in Sharon Primary School. For our secondary students, the programme of activities which also includes school work assistance, sports competitions, forestry and physical training camps, has been carried out with the full cooperation of students from Concordia Secondary School. The programme has been planned with the aim of achieving mutual understanding and acceptance between the hearing-impaired students and their hearing peers.

Contacts by letter with overseas Lutherans have been established and regularly maintained by our primary students.

6. Family Life Education

Through the cooperation of the counselling team and the teachers, the primary section gave a talk on inter-personal relationships.

C. Further Education and Employment

1. The situation in this regard for our graduates in the academic year 1980-81 is as follows:

Attending Middle 4 at Canossian School for the Deaf	3 students
Attending Middle 4 at Hong Kong School for the Deaf	1 student
Attending a course in electric work at World Fund Day Centre in Kwun Tong	2 students
Worker in a shoe-making factory	1 student
Worker in a garment factory	1 student
Working in the packaging department of a Chinese medicine factory	1 student

(二)一九八〇至八一年度離校生狀況

一、製衣廠工人	一人
二、塑膠廠工人	一人
三、報販	一人
四、往真鐸學校	一人
五、往觀塘職業訓練中心縫紉	一人
六、往明愛樂行工場工份作	一人
七、返大陸醫病	一人
八、申請痙攣協會庇護工場	一人
九、未安置	二人

(丁)熱心公益

為培養學生關心他人服務社會的精神，我們帶領學生參加了以下的活動：

(一)防癆募捐運動

(二)公益金百萬行

(三)本會學童護理部募捐運動

(四)路德會社區服務部，沙崙青年中心及本校聯合舉辦之攤位遊戲。

(五)清潔糾察計劃

(戊)學生福利

藉着本會基督教教育委員會，香港教育署及香港政府福利機構之協助下，本學年本校學生獲得多方面的照顧。

(一)免費教育

全校學生可享受十二年免費教育，其中包括預備班兩年，小學六年及初中四年。

(二)書簿津貼：

預備班及小學部學生共三十四人，每人均獲得三十元之津貼費。

(三)學童輔助金計劃

此項計劃特為家境清貧而需經濟援助的學生而設。

2. The situation in this regard for our school-leavers is as follows:

Working in a garment factory	1 student
Working in a plastics factory	1 student
Newspaper vendor	1 student
Transfer to Hong Kong School for the Deaf	1 student
Transfer to Kwun Tong Vocational Training School	1 student
Transfer to a sheltered workshop	1 student
Under medical treatment in the Mainland	1 student
Applying for placement in a sheltered workshop managed by the Hong Kong Spastic Society	1 student
Not placed	2 students

D. Community Service

To foster the interest of students in community service, we arranged for them to participate in the following activities/campaigns:

1. Donation to the Hong Kong Anti-tuberculosis Association
2. Walk for a Million of the Community Chest
3. Variety show jointly organised by the Social Services Department of the Church, Sharon Youth Centre and the School
4. Donation to the School Health Service of the Church
5. Cleanliness prefect scheme

E. Student Welfare

With the assistance from the Christian Education Committee of the Church, the Education Department and various social service agencies, we provided for our students in the following ways:

1. Free education for all students from pre-primary through junior secondary
2. Textbook/exercise allowance. An allowance of \$30 p. a. was granted to 34 pre-primary and primary students.
3. Student Assistance Scheme: This scheme is for students who are in financial difficulty.
4. Hearing aid service. This service includes making applications for new hearing aids to replace antiquated ones on the behalf of students, and a free maintenance and lending service.

(四)助聽器服務

凡本校學生之助聽機如已使用滿五年者，校方將協助其申請更換新機，同時學生亦可免費接受維修及借用助聽機服務。

(五)校車服務

本校一方面聯絡及安排龍城巴士公司為居住於西九龍，葵涌及荃灣區居住之學生提供接送服務，另一方面亦感謝賽馬會捐贈一輛十四座小巴，供本校於下學年開始接送居住於新界及東九龍區或家中乏人照顧之年幼學生，使能更順利在本校完成學業。

(六)安全及醫療服務

除定期性舉行防火演習外，校方並遵照交通部指示，委派教師及職工指導學童橫過馬路，本會學童護理部資助全校學生免費參加學童保健計劃，並派駐校護歡學生進行健康檢查，主持衛生講座，協助學生接受醫務衛生署之預防德國麻疹注射，預防小兒麻痺口服疫苗及白喉，破傷風混合注射。小學一年級學生的牙齒保健計劃和參與特殊教育組推行之小學一年級學生視力檢查，同時校護亦於本校舉行活動時協助護理工作。



耳模製造 Ear Mould Making

5. School bus service. We made arrangements for the City Bus Company to provide service for students living in West Kowloon, Kwai Chung and Tsuen Wan. With the minibus donated by the Hong Kong Jockey Club we plan to offer school bus service in September to students who live in East Kowloon and the New Territories, and to young students whose family cannot send someone to accompany them to school.

F. Safety and Medical Service

In accordance with Transport Department directives, the School assigns staff to supervise the use of crossroads by students to ensure their safety. The school also conducts regular fire drills. All assisted in the administering to students anti-measles injections, through the generosity of the Student Health Service of the Church. Besides instituting a student health screening programme and giving lectures on personal hygiene, the Student Health Service assisted in the administering to students anti-measles injections, anti-polio oral medication, and combined diphtheria-tetanus injections by nurses from the Medical and Health Department. In addition, primary one students took part in the oral hygiene programme and the vision screening programme promoted by the Special Education Section. Finally, school nurses were on duty at school functions to take care of injuries.



預防德國麻疹注射 Anti-measles Lecture



與沙崙學校合辦戶外活動 *Sister School Scheme Outdoor activities*

澳洲主日學筆友 *Pen Friends from Australia*



防癆捐款
Donation to the H.K. Anti-tuberculosis Association

本年度 活動實錄

甲、在中學部定期性之課外活動

本年度課外活動依據校曆雙週次進行，每次活動進行約一小時，活動項目計有：

基督徒團契組

手工藝及絲帶花組

節奏樂組

縫編組

田徑及籃球組

攝影沖晒組

羽毛球及乒乓球組

打字組

時事講座組

男女童軍組

乙、小學部定期活動概況

各興趣小組在長週星期六進行之活動計有棋藝，圖書閱讀，絲帶花，家政，舞蹈及體操等。每名學生皆有機會參與不同類型的活動，藉此增進經驗。此外童軍活動包括，小女童軍，幼童軍，除童軍每週集會一次外，幼童軍及小女童軍，每兩星期集會一次。

丙、非定期性之活動：

- 八一年九月十一日 參予油旺區「我你他」展覽會
九月二十六日 參與聖雅各福羣會在香港仔舉行之遊戲日
十月十日 姊妹學校計劃：參觀大口環骨科醫院
十月二十五日 參加第二屆全港聾人水運會榮獲全場冠軍
十一月一日 參加社會福利署舉辦之全港傷殘人士天才表演榮獲冠軍
十一月四日 響應國際弱能人士年舉行開放日

A Compendium of Activities for the Year 1981-82

- A. Extra-curricular activities held regularly at the Secondary Section. Extra-curricular activities were held fortnightly, some in odd-numbered weeks and some in even-numbered weeks. The duration of each activity was about an hour. The activities included various group meetings for Christian Fellowship, Ribbon Flower Design, Percussion Band, Dressmaking, Track-and-Field and Basketball, Photography, Ball Games, Typewriting, Current Events, as well as Boy Scouts and Girl Guides.
- B. Extra-curricular activities held regularly at the Primary Section. The interest groups which met on Saturdays included Chess, Library, Ribbon Flower Design, Home Economics, Dance and Calisthenics. To widen his experience, each student had the opportunity to attend the activities of his own choice. Scout activities included the activities of the Brownies, the Cubs, and Boy Scouts and the Girl Guides. The Brownies and the Cubs met fortnightly, while the Boy Scouts and the Girl Guides met once a week.
- C. The activities which were held from time to time. From September 1981 through June 1982 students took part in the following activities:
Sports competitions (within the School and with other schools). Visits to an osteopathic clinic, the Ocean Park, etc. Talent Show, variety shows, dance competition, School Music Festival Competition, Camping with students from Sister Schools, etc. School Open Day on 4 November, Scout activities such as camping, visits, etc. (For full details please refer to the Chinese text.) The summer programme to be started shortly will include the following activities: ball game competitions and serving the elderly in connection with the Sister Schools Scheme; painting outdoors; a visit to the Space Museum; training at the Outward Bound School; forestry work camp; recreation camp; and visits to a farm and a soft drink factory.

十一月六日 參加真鐸學校接力邀請賽小學組得冠軍
十一月二十一日 圓桌會與香港飛行會安排十九名學生作飛行遊
十一月二十二日 青年商會，教署合辦天才競技大會之參與
廿八日—廿九日 姊妹學校計劃之傷健共處營
八一年十二月二日 週年族行大帽山郊野公園
十二月六日 香港鄧鏡波及瑪利諾書院為本校學生安排攤位遊戲及表演
十二月八日 參加啓聲接力邀請賽獲亞軍
十二月十四日 參觀十八傷殘青年頒獎禮
十二月十九日 二十名童軍負責聾人福利促進會九龍中心開幕站崗
十二月二十日 響應國際弱能人士年之攤位遊戲
十二月二十一日 姊妹學校計劃之聖誕聯歡
廿八日至廿九日 小女童軍營
十二月廿八至卅日 本校童軍與沙崙童軍合辦大潭營亦為童軍總會示範特能童軍與普通童軍聯合營之首創
八二年一月三十日 童軍，幼童軍及小女童軍聯合參觀宋城
二月十二日 參與第十八屆校際小學組現代舞比賽得乙級獎
二月二十八日 參加全港特能童軍在九龍總會舉行週年聚會
三月十日 假巴富街運動場舉行第五屆陸運會
三月二十五日 參加路德會呂明才中學接力邀請賽
三月二十六日 參加校際音樂節比賽成績優異
三月三十一日 參加協同中學接力邀請賽
四月一日 參觀海洋公園猛獸馬戲團表演
四月四日 參加校際音樂節優勝者表演
四月二十四日 童軍及幼童參加聖佐治日大會操
四月三十日 參加香港電台表演節奏樂

友校接力邀請賽 Invitation Relay



大帽山旅行
School Picnic



童軍活動 Scout Activities

四月二十九日至 游泳課外學習
六月十七日

預計稍後在暑期進行之活動計有：

姊妹學校計劃之球類比賽

姊妹學校計劃之服務老人活動

戶外寫生

參觀太空館

展能訓練

林務工作

參觀樹苗培植農場

參觀可口可樂汽水廠

保良局康樂營



陸運會小學組遊戲比賽

Games for Primary Students in the 5th sports day

第五屆陸運會 *The 5th Sports day in action*



陸運會頒獎 *Sports Day Prize Presentation*



國際書院慶祝聖誕 *Christmas Celebration International School*



參觀馬戲表演 *Visiting the Circus*

本校未來展望

- 一、宗教方面：爲使聾童能更有效地接受福音，建立健全的人格，以及獲得良好的語言能力，全職校牧的設立，實應聾童的需要。期望家長們能多鼓勵子女參與宗教活動，領受主的恩典。
- 二、家長的參與：爲培養聾童有良好的語言能力，養成良好的品格，家長的參與極爲重要，期望各家長能體察子女的實際需要，積極參與教學行列。
- 三、建校計劃：由於校舍及設備的限制，目前櫻桃街小學部只能施行半日制教育，而此制度在特殊教育上是極不適合聾童及多種弱能聾童的需要，兼且由於設備不足，難以施行個別教學，實有礙聾童的語言發展及多種弱能聾童的需要。本校中學部屬臨時租用性質，由於校舍有限，未能應付全面性的需要。爲此，本校已於一九七五年向政府申請擴展校舍，望有關當局能體察本校聾童的急切需要，以及基於教育機會均等及尊重人權原則下，協助本校於一九八四年前完成遷往葵涌新建獨立校舍的計劃，在此謹呼籲當局及社會人士鼎力支持。
- 四、提供聾童就學的機會：爲使居住遙遠的幼童有機會就學，本年度得香港賽馬會捐贈十四座小型巴士及教育署提供司機服務，期於本年九月能順利開辦校車服務，以解決部份學童失學之苦。
- 五、促進個別教學服務：聾童的缺陷爲溝通上的障礙，故此，早期適當及充份的指導，甚爲重要，本校現有預備班四班

Looking Into the Future

1. A full-time chaplain is essential for the effective dissemination of the gospel, fostering of all-round development and the attainment of good language ability. At the same time we look to the parents to encourage their children to attend religious activities to share in the grace of the Lord.
2. Participation of the parents: It is extremely important for them to take an active part in teaching in the home to foster functional language ability, to mould healthy personalities, and to meet the needs of their children.
3. The Reprovisioning Project: Owing to insufficient facilities at Cherry Street premises, only half-day schooling is available for our primary students. This situation is extremely unsuitable for special students, particularly the multi-handicapped deaf. Under the present arrangement it is impossible to implement individual teaching to fully develop their language and to meet their special needs. Also, insufficient facilities at the rented premises for the Secondary Section hamper its development in many respects. For this reason an application for reprovisioning was submitted to the Education Department as early as 1975. It is anticipated the government, on the principles of satisfying special needs of our pupils, of equal educational opportunities for all, and of respecting human rights, will approve our plans for a unified school premises in Kwai Chung by 1984. Support for the project from the authorities and the general public is greatly needed.
4. Educational placement for the deaf: For the benefit of the students who live far away from the school, a school bus service with the minibus donated by the H K Jockey Club will be initiated in the coming academic year.
5. Implementation of individualized educational service: Timely and adequate intervention in the communication block is absolutely essential for pre-primary and multi-handicapped students who need a lot of care and counselling. For this reason a larger staff is paramount. Hopefully the Code of Aid for Special Schools presently under revision will make the necessary provisions.

及多種弱能聾童四十餘人，該等學生極需要個別充份的照顧及輔導。為此，增添教師實應個別學童的需要。望修訂後的特殊學校資助則例，能應聾童的特殊需要。

六、提高服務質素：本年度得賽馬會基金及教育署協助，本校陳國權主任得往澳洲深造多種弱能聾童教育；望其學成後，在課程設計，診斷教學研究，溝通方法探討，家長輔導事工上，能加改善。

七、提供學生升學機會：為使聾童有機會繼續升學，本校期望教育署能及早批准本校有關申請開辦中四級計劃，以應聾童及家長的急切需要。

八、姊妹學校計劃的改善：期望特殊學校資助學校則例能及早施行，提供足夠教師及行政人員人數，以能積極地推動傷健共處計劃，以使學童能適應地與健全人士共同上課，一起學習。

結語：聾童教育的成功，有賴多方面的衷誠合作。在此謹再多謝有關當局，社會熱心人士及本會弟兄姊妹的關懷，本校同工的衷誠合作，家長的參與及鼓勵。期望在上帝的引領下，本校能結滿了仁義的果子，服務社會，榮耀上帝。

6. Improvement in the quality of services offered: Upon his return to Hong Kong Mr. Chan Kwok-kuen, presently specialising in the Education of the Multi-handicapped Deaf in Australia on a scholarship donated by Hong Kong Jockey Club, will help improve curriculum planning, diagnostic teaching, communication methodology, and parent counselling.
7. Further education opportunities: For further education to be available to our students, the Education Department is currently considering the school's application to operate Middle Four in the coming academic year.
8. Improvement of the Sister Schools Scheme: For this scheme to achieve its noblest objective, viz. full classroom integration of deaf children with their hearing peers, it is essential that the revised Code of Aid make provision for an adequate staff as soon as possible.

Conclusion. The success of education for the deaf depends on the sincere cooperation of many people: the authorities, interested members of the community, the care and concern of fellow Christians, the orchestration of efforts on the part of colleagues, and the encouragement and participation of parents. To all of them I offer my sincere thanks. Under God's guidance, we can hope to reap the fruits of His love, to serve the community, and to glorify Him.

教育署的協助

本年度蒙 教育署多方面協助及指導，尤其在協助擴校，師資訓資，教學研討，計劃開辦中四級，增添電視教育器材，提供校車服務，免費供應耳後機予學生，安排學生接受牙齒保健計劃及視覺甄別計劃等事工上，本人代表校方及家長表示謝意。

社會福利署的協助

蒙 社會福利署熱心撥款添置助聽器材，對學童在語言學習上更有幫助，本年度已去函再申請添置教材，在此謹代表校方致萬二分謝意。

其他人仕及機構的協助

此外，本港及海外各界熱心人士蒞臨參觀及指導，在精神上及經濟上作多方面的鼓勵和支持。例如：贊助姊妹學校計劃，添置教材，增添小巴服務，捐贈獎學金等等，本校深深表示謝意。



第五屆初級中學畢業生 *Junior Secondary Graduates*

Assistance from the Education Department

On behalf of the School and the parents I offer my gratitude to this department which has been an inexhaustible source of guidance and support in respect of the reprovisioning project, teacher training, teacher seminars, the supply of teaching aids, free issue of hearing aids, and the extension to our students of the dental hygiene and vision screening schemes.

Assistance from the Social Welfare Department

Equal gratitude is also due to this department in allotting forty thousand dollars for the purchase of audiological equipment for speech training purposes.

Other Assistance

Lastly, my thanks must also go to individuals and organizations both local and abroad for their spiritual and financial support in the student assistance scheme and teacher training overseas.

第九屆小學畢業生 *Primary Graduates*



Acknowledgements

The School is indebted to the following individuals and organizations for their assistance and support.

Individuals

Rev. Dr. Andrew Chiu
Mr. Carl W. Sachs, Sr.
Mr. Chik Kin Lung
Gertrude W. Gerke & Carolyn E. Nolan, Esq.,
Mr. Johnny Fung
Mr. Richard H. Giffin
Rev. Richard Law
Rev. Hui Ming Kin
Mrs. Eva Kwan
Mr. S. C. Li
Dr. Louis R. Jasper
Mr. Darrell Wallis

Organizations

Alexander Graham Bell
American Women's Association of H.K. Ltd.
British Military Hospital
Burwood State College, Victoria
Calvary Lutheran Church of East Meadow
Canossa School for the Deaf
Careers Section, Education Department
Cheung Sha Wan Police Station
City District Office (Mongkok/Tai Kok Tsui)
Commonwealth Society for the Deaf
Concordia Lutheran School
Concordia Theological Seminary
External Mercy Lutheran Church for the Deaf
Gertrude Simon Lutheran College
Hong Kong International School
Hong Kong Printing Department
Hong Kong Christian Service
Hong Kong Girl Guides Association
Hong Kong School for the Deaf
Hong Kong Society for the Deaf
Hong Kong Soya Bean Product Co.

Hong Kong Special Schools Council
Hong Kong Standard
Hong Kon Council of Social Service
Hong Kong TVB
Institute of Education, University of London
John Tracy Clinic
Kwun Tong Vocational Training Centre
Labourer Department and its Selection Placement Services
Lai Chi Kok Incineration Plant
Lions Club of Kowloon Tong
Lions Club of West Kowloon
Lui Ming Choi Lutheran College
Lung Shing Bus Co.
Lutheran Church — Hong Kong Synod
Lutheran Women of New Zealand
LC—HKS (Christian Education Committee)
LC—HKS (Kowloon Deaf Congregation)
LC—HKS (Hong Kong Lutheran Social Service)
LC—HKS (Mongkok Deaf Centre)
LC—HKS (School Health Nursing Programme)
Lutheran Church — Missouri Synod
Medical and Health Department
Ming Kee College
Ocean Park
Out-ward Bound School
Philips Hong Kong Ltd.
R. Giffin's Deaf Sunday School Class
Recreation and Sport Service (Hong Kong Government)
Rotary Club of Shatin Hong Kong
RTHK
RTV
Royal Hong Kong Jockey Club (Charities) Ltd.
San Miguel Co. Ltd.
Sharon Lutheran School
Shau Ki Wan Government Secondary School
Social Service Group of the Council of Catholic Societies in Government
Secondary School
Social Welfare Department

South Australian Deaf Society
South China Morning Post
St. John's Lutheran School, Chicago
Technical Education Division, Education Department
The General Post Office
The Hong Kong Children & Youth Services
The Hong Kong Family Planning Association
The Scout Association of Hong Kong
The Volta Review
Teleart Ltd.
Treats for Underprivileged Children
University of London, Institute of Education
Urban Council
Victoria Park School for the Deaf
Wah Kiu Yat Po
Young & Rubicam (HK) Ltd.

義成塑膠衣架廠
旺角警民關係組
旺角青少年康樂聯會
旺角區童軍會
香港青年協會
香港時報
香港商報
新報
文匯報
快報
明報
星島日報
建安印務公司



教職員合照 *Teaching staff of MLSD*



正校地址：九龍大角咀櫻桃街十八號五樓
電話：三一九四〇一三三至四

MAIN SCHOOL : 18, CHERRY STREET, 4/F, MONGKOK, KOWLOON
TEL. : 3-940133-4

本校簡史

路德會望覺啟聾學校為香港路德會主辦之政府津貼學校。學童在上帝恩典下得以享受免費教育。本校於一九六八年假救主學校創辦，那時只有一個課室、八名學生和一位教師。翌年擴至兩班，由兩位專任教師及兩位兼任教師任教，只實行半日制授課。一九七〇年九月本校借得銘基中學四間課室，加開三班；三個月後正校校舍落成，小學部正式在大角咀櫻桃街十八號五樓上課。一九七四年九月，本校在又一村協同神學院擴辦五班，翌年便開始設立中學部。現今中學部共有七班，租用十間課室，其中包括有木工室和實驗室。



分校地址：九龍又一村海棠路68號
電話：三一八〇三九七六

BRANCH SCHOOL : 68, BEGONIA ROAD, YAU YAT CHUEN, KLN.
TEL. : 3-803976

MONGKOK LUTHERAN SCHOOL FOR THE DEAF – A BRIEF HISTORY

The School is under the supervision of the Christian Education Committee, Lutheran Church, Hong Kong Synod. It is subsidized by the Government, and schoolchildren here receive free Christian Education. It began in 1968 with only one teacher and eight children in one small rented room in Saviour School. The following year, our programme was expanded to two classes with two full-time teachers and two part-time teachers operating on a session basis. In September 1970 we borrowed four rooms from Ming Kei College to add three more classes to our programme. Three months later our present facilities at Cherry Street became available for occupancy. In September 1974 we added five more extension classes using the facilities at Concordia Theological Seminary. In September 1975 we started the Secondary Programme for our students at the Seminary. By now we have seven classes in the Secondary Section, renting ten rooms of which one is a science laboratory and one for woodwork and the other is a workshop.